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MASSACHUSETTS DEPARTMENT OF EDUCATION

CHAPTER 188
GUIDELINES
FOR
KINDERGARTEN PROGRAMS

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The Commonwealth of Massachusetts
Department of Education

1385 Hancock Street, Quincy, Massachusetts 02169-5183

January 1989

TO: Superintendents of Schools, School Committee Chairpersons, Elementary Principals, Kindergarten Teachers, and other Interested Parties

FROM: Commissioner Harold Raynolds, Jr.

RE: Chapter 188 Kindergarten Guidelines

I am pleased to share with you the draft Chapter 188 Kindergarten Guidelines for Massachusetts public school operated kindergarten programs receiving Chapter 188 early childhood funds. The draft kindergarten guidelines complement the Chapter 188 Standards for Programs for Three- and Four-Year Olds which were adopted by the Board of Education in June 1988. The development of the kindergarten guidelines was completed by the Board of Education's Early Childhood Advisory Council in conjunction with Department staff and external constituents.

At its October meeting the Board of Education authorized the Department to disseminate the draft guidelines for comment. Comments are especially sought in the following areas:

- the format and clarity of items
- problems or concerns regarding implementation of the guidelines
- recommendations for changes
- related technical assistance materials to be developed

The Board's Early Childhood Advisory Council will review the comments and present a final draft of the guidelines for the Board to review and vote on next spring.

It is the hope that this review process will provide a forum for local and statewide discussions regarding appropriate learning environments and programs for the Commonwealth's five- and six-year olds. The desired outcome is a set of guidelines which will have wide support and which will be used to guide local funding and policy decisions, and program development.

The early childhood specialists at your regional education center will be pleased to respond to any questions you may have regarding this project.

Please send comments and recommendations by March 31, 1989 to:

Massachusetts Department of Education
Bureau of Early Childhood Programs
1385 Hancock Street
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MASSACHUSETTS DEPARTMENT OF EDUCATION

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CHAPTER 188 KINDERGARTEN GUIDELINES
FY 1989
IMPLEMENTATION PLAN

Fall 1988	• Disseminate draft guidelines and information on implementation timelines and procedures
	• Present guidelines to representatives from local, regional and statewide groups to solicit comments
	• Provide technical assistance, as requested, to individual programs in using guidelines
Winter 1988-89	• Meet with funded programs to assess their level of meeting the guidelines
	• Evaluate appropriateness, cost factors and feasibility of guidelines based on initial implementation feedback
	• Gather and summarize statewide recommendations
	• Report findings to the Early Childhood Advisory Council
	• Revise guidelines and prepare them for Board of Educatin review
Spring 1989	• Present revised guidelines to the Board for review and approval

CHAPTER 188 GUIDELINES FOR

KINDERGARTEN PROGRAMS

developed by:

Early Childhood Advisory Council
to the Massachusetts Board of Education

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Commissioner
Massachusetts Department of Education

The Board's Early Childhood Advisory Council and the Department's Early Childhood Staff wish to thank the many individuals who contributed to this draft.

TABLE OF CONTENTS

	Page
Definition of Terms	i
Introduction	iii
A. Curriculum	1
B. Physical Environment	3
C. Interactions Among Staff and Children/Children and Peers	4
D. Family Involvement	5
E. Staff Qualifications and Staff Development	6
F. Staffing	9
G. Health and Safety	10
H. Nutrition and Food Service	12
I. Evaluation	13

Appendix A: Equipment and Materials.....14

Appendix B: Health and Safety.....16

Appendix C: Parent Information and Consent.....18

Appendix D Members of Early Childhood Advisory Council to the Massachusetts Board of Education.....19

DEFINITION OF TERMS

Board--shall mean the Board of Education of the Commonwealth of Massachusetts.

Child with special needs--shall have the same definition as given in Chapter 766 of the Acts of 1972 and the regulations promulgated thereto.

Department--shall mean the Department of Education of the Commonwealth of Massachusetts.

Family--shall mean a child's parents and other relations who are significantly involved in the child's life including, but not limited to, siblings, grandparents, aunts, uncles and cousins.

Intern--shall mean a student from a high school or institution of higher education, an experienced teacher, or an administrator who is working in the program to gain experience in the care and education of young children.

Kindergarten--shall mean the grade prior to first grade and typically serving five year old children.

Local Early Childhood Advisory Council--shall mean advisory councils on early childhood education established by school committees. Council members must include a principal, teacher, parent, a member or designee of the local Child Care Resource and Referral Agency, and others with experience in care and education of young children and be broadly representative of the racial and ethnic diversity of the community.

Parent--shall mean a child's father, mother, person acting as a parent of the child, or legal guardian. The term as used in these standards shall include divorced or separated parents, subject to any written agreement between parents or court order governing the rights of such a person that is brought to the attention of the school principal.

Program--shall mean a public school operated early childhood program that has been approved by the Board of Education according to the provisions of Section 54 of Chapter 188 of the Acts of 1985.

Staff--shall mean persons paid to work in the program and who have direct responsibilities for the care and education of the children.

State Early Childhood Advisory Council--shall mean the Advisory Council on Early Childhood Education established by Chapter 188 and appointed by Board of Education.

Transitional First Grade Classroom--shall mean a program serving primarily five- and six-year old children between kindergarten and first grade.

Volunteer--shall mean a person who is not being paid to work in the program and who assists in the care and education of the children.

INTRODUCTION

Section 54 of the Public School Improvement Act of 1985 authorized the Board of Education to establish standards for public school operated programs for three- and four-year old children. The Board adopted standards for such programs in June 1988, and these standards are being used by all public school preschool programs receiving Chapter 188 early childhood funds.

Section 54 also authorized the Board to award grants to school systems for programs for three- and four-year olds, enhanced kindergartens and transitional first grade programs. The draft guidelines for kindergarten complement the standards for preschool programs and, once approved, will be used to guide ongoing development, evaluation and program improvement for Chapter 188 funded kindergartens and transitional first grade programs. It is important to note that these guidelines supplement laws and regulations, such as those for Special Education, Transitional Bilingual Education, Transportation, etc., which school systems are expected to follow.

The Board's Early Childhood Advisory Council has worked closely with staff from the Department of Education and the Massachusetts Office for Children to develop the draft kindergarten guidelines. In addition, the guidelines are closely aligned with those recommended by the National Association for the Education of Young Children in its publication, "Accreditation Criteria & Procedures of the National Academy of Early Childhood Programs." Copies of the NAEYC publication are available from NAEYC, 1834 Connecticut Avenue, N.W., Washington, D.C. 20009.

At its October 1988 meeting the Board of Education authorized the dissemination of the draft guidelines. In Fiscal Year 1989 school districts will use the guidelines to assess their Chapter 188 funded kindergarten and transitional first grade programs. Districts will also advise Department staff on the appropriateness, cost factors and feasibility of the guidelines so that necessary revisions can be made prior to final approval of the guidelines by the Board of Education in Spring 1989.

A. CURRICULUM

GOAL: The curriculum encourages children to be actively involved in the learning process. It allows for a variety of learning styles and provides developmentally appropriate activities and materials. Children learn through active manipulation of the environment, through concrete experiences, and through communicating with peers and adults.

A.1 Curriculum goals and activities are designed to meet the individual needs and interests of the children in the classroom. Activities are developed to meet the special educational and linguistic needs of the children enrolled.

A.2 At least monthly, direct service staff and administrators meet to consult on early childhood program planning and to plan for individual children. At least weekly, classroom staff discuss the program and plan for individual children's needs and growth. When individual children attend other programs for part of the day, coordinated planning is encouraged.

A.3 The daily schedule provides a balance of activities on the following dimensions:

a. indoor/outdoor (as possible)
b. quiet/active
c. individual/small group/large group
d. child-initiated/staff-initiated

A.4 A variety of developmentally appropriate activities, materials and equipment are selected to emphasize concrete experiential learning and to achieve the following goals:

a. foster positive self-concept
b. respect cultural, family, and economic diversity and the individual differences of staff and children
c. allow for involvement at differing developmental levels
d. encourage children to think, reason, question, and experiment
e. encourage language development (in children's native language and English)
f. develop social skills
g. enhance physical development and skills
h. encourage and demonstrate sound health, safety, and nutritional practices
i. encourage creative expression and appreciation for the arts

A.5 Developmentally appropriate activities are provided so that children have many opportunities to make comparisons, analyze, observe similarities and differences, arrange and rearrange, plan, solve problems, represent, experiment, question, role play, and discuss experiences, observations and feelings.

A.6 Materials and time are provided so that children can select their own activities during the day. During the major part of the day children may choose from among several activities which children initiate or the teacher has planned. Staff respect the child's right to choose not to participate at certain times.

A.7 Smooth and unregimented transitions are conducted between activities. Children are not always required to move from one activity to another as a group.

A.8 Planned or routine activities are changed according to the needs or interests of children and to cope with changes in weather or other situations which affect routines.

A.9 Programs provide a quiet activity or rest appropriate to the needs of the children.

A.10 Therapy and special services are developmentally appropriate and are integrated into the classroom setting with non-special needs peers whenever possible.

B. PHYSICAL ENVIRONMENT

GOAL: The indoor and outdoor physical environment is accessible to children with special needs and fosters children's growth and development through opportunities for exploration and learning.

B.1 The program maintains or has access to an outdoor play area, accessible to children with special needs, with a minimum of 75 square feet per child for the number of children who are outside at any one time. If in a hazardous area the play area is fenced by a barrier at least four-foot high. The play area is checked daily for glass or other hazards.

B.2 Sufficient quantities of cushioning materials such as mats, wood chips, pea gravel, or raked soft sand are used under climbers, slides, swings, or see-saws. Climbing equipment, swings, and very large or top heavy pieces of indoor furniture are securely anchored.

B.3 There is a minimum of 1200 square feet of usable indoor classroom activity space, excluding hallways, lockers, bathrooms, kitchens, closets, and offices.

B.4 Indoor activity areas are defined clearly by spatial arrangement. Space is subdivided into areas so that children can work individually, together in small groups, and in a large group and to accommodate the variety of activities described in Section A. Space is arranged to provide clear pathways for movement from one area to another, to separate noisy activities from quieter ones, and to provide for visual supervision. Activity areas are provided to accommodate and encourage block building, dramatic play, art, music, science, math, manipulatives, book reading, sand/water play, woodworking, and gross motor activities.

B.5 Programs use developmentally appropriate materials and equipment which represent a variety of racial, cultural, linguistic, and age attributes. Materials and equipment of sufficient quantity, variety, range of textures including softness, and durability are readily accessible to children and are arranged on low, open shelves to promote independent use by children. Materials which require teacher supervision are stored out of children's reach. (See Appendix A for a suggested equipment and materials list.)

B.6 Individual spaces are provided for children and adults to hang their clothing and store their personal belongings.

B.7 Bathrooms are readily accessible to all children including children with special needs.

C. INTERACTIONS AMONG STAFF AND CHILDREN/CHILDREN AND PEERS

GOAL: Interactions among children and staff provide opportunities for children to develop an understanding of self and others and are characterized by warmth, personal respect, individuality, positive support, and responsiveness. Staff facilitate interactions among children to provide opportunities for development of language, social skills and intellectual growth.

C.1 The classroom environment is designed to encourage peer interaction for the major part of the child's day.

C.2 Staff assist children to be comfortable and involved, and encourage them to share experiences, ideas, and feelings. They converse frequently with children, asking open-ended questions and speaking individually to children (as opposed to the whole group) most of the time.

C.3 Staff regard children and adults of both sexes, all races, ages, religions, and cultures with equal respect and consideration. Staff provide all children, including those with special needs, with equal opportunities to take part in classroom activities. Non-English speaking children have opportunities to participate in activities with monolingual English-speaking peers as much as possible.

C.4 Staff encourage developmentally appropriate independence in children. Staff foster independence in routine activities such as wiping spills, personal hygiene, obtaining and caring for materials, and other self-help skills.

C.5 Staff foster cooperation and responsible behaviors among children. Staff encourage group cohesiveness while respecting individual members.

C.6 Staff use positive techniques of guidance, including modeling, redirection, positive reinforcement, and encouragement rather than competition, comparison, or criticism. Consistent, developmentally appropriate clear rules are developed with children. Verbal abuse or humiliation and denial of food or outdoor time are not used.

D. FAMILY INVOLVEMENT

GOAL: Parents are supported as prime educators of their children. Families are well informed about and welcomed as observers and contributors to the program.

D.1 A process is developed for orienting children and parents to the program. This process includes the opportunity for parents to visit the classroom prior to enrollment of the children.

D.2 A process is developed to enable the program to learn about the child and family's interests and needs including child care arrangements. A developmental history for each child is completed by or with parents and placed in the child's file.

D.3 Programs provide opportunities for parents to further develop their skills as their child's principal educator. Such opportunities might include participation on local early childhood advisory councils, parenting workshops, adult literacy courses, development of toy lending libraries, play/support groups and other school enrichment activities.

D.4 Parents are welcome visitors and contributors in the school (for example to share skills, interests, and their cultures in the classroom, or to observe, or eat lunch with their child).

D.5 A verbal and/or written system in the parents' preferred language, if possible or required, is established for sharing information between the staff and the parents. Changes in a child's physical or emotional state are discussed in a timely fashion. Parents also are informed about the program through regular newsletters, bulletin boards, frequent notes, telephone calls, and other similar measures.

D.6 Written descriptions in the parents' preferred language, if possible or required, of their child's progress, accomplishments, and difficulties in the program are recorded at least twice during the school year. Parents are provided with a copy of the progress reports or are given the information verbally at a conference. Reports are maintained in the child's file. Reports may be given to other caregivers, e.g. child care providers, with the written consent of the parents.

D.7 Conferences are held at least twice a year and at other times, as requested by parents, to discuss their child's progress, accomplishments, and difficulties at home and the school.

D.8 When a child is leaving the program during the year for any reason, staff and parents help prepare the child and other children for this event in a manner consistent with the children's ability to understand. Parents are provided information and referrals for other services as requested.

E. STAFF QUALIFICATIONS AND STAFF DEVELOPMENT

GOAL: The program is staffed by qualified adults who understand child development and who recognize and provide for children's individual needs and differences. The staff participate regularly in ongoing staff development.

STAFF QUALIFICATIONS

Chapter 188 Kindergarten Programs

E.1 TEACHER

- required Massachusetts Department of Education teaching certificate (K-3 or K-8), and
- four courses in early childhood education or scheduled participation in ongoing early childhood staff development program, and
- as appropriate, Bilingual or English as a Second Language credentials.

E.2 ASSOCIATE TEACHER

Associate teachers work under the direct supervision of a teacher and are at least 18 years old with:

an Associate's degree in early childhood education or a related field such as child study, child psychology, child development, early childhood special education	OR	a Child Development Associate (CDA) credential

E.3 ASSISTANT TEACHER

Assistant teachers work under the direct supervision of a teacher and are at least 18 years old with:

- a high school diploma or equivalent, and
- two courses in early childhood education or scheduled participation in early childhood staff development programs.

E.4 EARLY CHILDHOOD COORDINATOR

A classroom teacher who meets the qualifications listed below may be designated as Early Childhood Coordinator. In these situations, the Teacher/Early Childhood Coordinator must be provided with sufficient non-teaching time to carry out the Coordinator's responsibilities.

Each school system has or designates an individual to be the Early Childhood Coordinator with:

- a K-3, K-8, or Teacher of Young Children with Special Needs teaching certificate, and
- two years teaching experience at the preschool and/or kindergarten level, preferably with at least 140 hours of teaching or practicum experience at the preschool level, and
- four courses in early childhood education, and
- experience and training in working with families and community groups

Responsibilities for the Early Childhood Coordinator may include but not be limited to:

- developing and maintaining the early childhood curriculum and program
- observing in the classroom and consulting with teaching staff
- encouraging family involvement in programs
- working with the local early childhood advisory council
- collaborating with other human service agencies and other early childhood programs
- collaborating with special education and early elementary programs
- planning staff development programs

STAFF DEVELOPMENT

E.5 The program provides the equivalent of two hours per month per school year of ongoing staff development for staff to improve their skills in working with young children and families. Staff development programs are planned by the staff scheduled to participate in the training. Staff development programs are encouraged to include a variety of experiences such as classroom observations and individual consultations, group workshops, visits to other programs, and attendance at conferences. The staff development program may be done in conjunction with other training opportunities being offered throughout the system and the community.

E.6 New staff are oriented to the goals and philosophy of the program, emergency health and safety procedures, special needs of individual children assigned to the staff member's care, guidance and classroom management techniques, and planned daily activities.

E.7 Volunteers and student interns are provided with orientation, training, and supervision.

E.8 The program provides technical assistance and support as needed to assist staff in providing services for children with special needs and children from linguistic minority families.

F. STAFFING

GOAL: The program is sufficiently staffed to provide individual attention and to promote the physical, social, emotional, and cognitive development of children.

F.1 The ratio of staff to children varies depending on the age and special needs of the children.

a. For kindergarten programs the staff ratios and group size meet the following requirements:

1) Group size must be no larger than twenty-five
2) Classrooms with sixteen to twenty-five children have at minimum a teacher and an assistant teacher or a teacher and an associate teacher who meet the qualifications in Section E.

b. For transitional first grade programs the group size meet the following requirements:

- Group size is no larger than fifteen

F.2 Group size, staff ratios, and provision of other services meet the specifications of the Individualized Educational Plans (IEP) of children with special needs and are in accordance with the regulations of Chapter 766.

G. HEALTH AND SAFETY

GOAL: The program is operated in a manner which enhances the health and safety of children, protects them from abuse and neglect, and educates staff, children, and families concerning health and safety practices.

G.1 Individual medical problems and injuries are recorded and reported to staff and parents. Parents are informed immediately of any injury or illness which requires medical attention other than minor first aid.

G.2 Suspected incidents of child abuse and/or neglect by parents, staff or others are verbally reported by the end of the day to the Department of Social Services. Staff receive training regarding policies, procedures and staff's legal and professional responsibilities about reporting suspected child abuse/neglect.

G.3 At least one staff member who has certification in emergency first aid treatment and cardiopulmonary resuscitation (CPR) is available at all times. All staff are trained in approved first aid procedures, including mouth to mouth resuscitation, treatment of convulsions and choking.

G.4 A plan exists for dealing with medical emergencies. Adequate first aid supplies are readily available to each classroom but out of children's reach. First aid supplies are checked regularly for completeness and outdated expiration dates.

G.5 Children wash their hands after toileting and before eating or handling food.

G.6 The building and all equipment are maintained in a safe, clean condition and in good repair. Staff members or parents monitor at least monthly the health and safety of the program. The environment protects the health and safety of children.

a. All rooms are well-lighted and ventilated.
b. Room temperature must be no less than 65° Fahrenheit
c. Stairways are well-lighted and equipped with handrails.
d. Floor coverings are attached to the floor or backed with nonslip materials and are kept clean.
e. The program is kept clean and free from insects and rodents.
f. Suitable guards are provided across the inside of windows above the first floor and across the outside of basement windows in the play area.
g. Hot pipes and radiators are covered or inaccessible to children.

Programs in buildings built after 1978 obtain a lead paint inspection from the local health department, the State Department of Public Health, or a private lead paint detection service.

G.7 All poisons, including poisonous plants, are put out of children's reach. All chemicals and potentially dangerous products such as medicines or cleaning supplies are stored in original, labeled containers in locked cabinets inaccessible to children. All commercial art materials should have a manufacturer's label with A.P. (Approved Product) or C.P. (Certified Product) designation to insure that they are nontoxic. All sharp objects, matches and adult personal belongings, such as staff pocketbooks, are out of children's reach. No hot beverages are allowed in the classroom.

H. NUTRITION AND FOOD SERVICE

GOAL: The nutritional needs of children are met in a manner that promotes physical, social, emotional, and cognitive development. Children are provided with adequate nutrition and educated concerning good eating habits.

H.1 Meals and/or snacks are planned to meet the child's nutritional requirements as recommended by the Child Care Food Program of the United States Department of Agriculture in proportion to the amount of time the child is in the program each day. Children in care for less than four hours have a nutritional snack provided mid-morning or mid-afternoon. Children in care longer than four hours have regularly scheduled meals, in addition to snacks.

H.2 Staff are informed in writing by parents of any special dietary and feeding needs and/or food allergies of individual children and arrange to meet those needs. Children with special diets or food allergies are fed in accordance with physician orders. Food allergy information is posted in the eating area.

H.3 Meals and snack times are social and provide learning experiences for children. Food is served family style when possible. Foods indicative of children's cultural backgrounds are served periodically.

I. EVALUATION

GOAL: Systematic assessment of the effectiveness of the program in meeting its goals for children, families and staff is conducted to ensure that high quality care and education are provided and maintained.

I.1 Teacher observations of each child's development are written and compiled on an ongoing basis. Staff review observations with other classroom staff and professionals and develop appropriate learning activities for individual children. Observations may consist of such methods as anecdotal records, regular classroom and playground observations, and dated compilations of children's work.

I.2 Classroom observation and screening mandated by Chapter 766 are used to provide initial data on a child's development and abilities and to identify children at risk of developing or having special needs. Developmental assessment is used to further evaluate children identified through the screening process. Developmental screening and assessment are not used to prohibit entrance to programs nor are results used as the sole criterion for recommending enrollment, placement or retention in a program. Whenever developmental norms are used, they are age-matched, and sex-, region-, culture-, linguistic-, and socioeconomically appropriate. Kindergarten teachers are encouraged to take part in the screening program.

I.3 At least annually, parents, staff, local advisory council members, resource and referral staff, and other professionals are involved in evaluating the program's effectiveness in meeting the needs of children, families and staff and to identify program areas needing improvement.

The evaluation reviews:

a. the program's implementation of the Board of Education's Kindergarten guidelines.

b. the program's effectiveness in meeting its stated goals and objectives for children, families and staff.

Personally identifiable information about children is not used for program evaluation purposes.

APPENDIX A:
EQUIPMENT AND MATERIALS

Sufficient quantity and variety of developmentally appropriate materials, equipment, and furnishings is necessary for the number of children enrolled. Recommended materials and equipment are listed below:

Manipulative Materials:
- Pegs and pegboards
- Beads, lacing strings, snaps and buttons
- Board games (e.g. lotto games, candyland)
- Puzzles (wooden and cardboard)
- Building toys (e.g. tinker toys, legos, lincoln logs)
- Typewriter
- Variety of counting and sorting pieces
- Attribute blocks, cuisinaire rods, dominos

Art Materials:
- Paint (tempera, poster, fingerpaint)
- Paper (newsprint, construction, recycled paper)
- Easels
- Crayons, markers, colored pencils, colored chalk, craypas
- Blunt scissors.
- Paste and glue
- Clay, playdough and modelling tools
- Collage materials
- Stickers and stamps

Science Materials:
- Aquarium with fish or reptiles
- Pets or small animals (do not have if children are allergic)
- Non-poisonous seeds and flower pots, growing plants
- Gardening tools and dirt
- Dry batteries, magnets, compass, and thermometer
- Rope and pulleys
- Magnifying glass, kaleidoscope and prisms
- Balance scale and weights
- Measuring tape and rulers

Books and Posters:
- Picture and story books on topics such as:
  - literature (poetry, rhyme and verse)
  - fantasy, folk tales, and fairy tales
  - pretend, fun and nonsense (magic, jokes, and monsters)
  - social studies (families, myself, community, cultures)
  - recreation (sports, hobbies, toys and playtime)
  - science (weather, seasons, astronomy, earth, human life)
  - animals (zoo, farm and house pets)
- Flannel boards

Blocks and Accessories:
- Large blocks (wood and/or cardboard)
- Unit blocks
- Boats
- Cars, planes, trains, trucks
- Rubber or wood figures of people
- Animals of various sizes

Musical Instruments:
- Autoharp, guitar and recorder
- Records and record player
- Tapes and tape recorder
- Drums, cymbals, bells, rhythm sticks, triangles
- Musical shakers, tambourines, xylophone
- Dance accessories (scarves, etc.)

Dramatic Play Materials:
- Doll beds
- Dolls
- Telephones
- Toy stove, sink, refrigerator, cabinets, table, chairs
- Dishes, pots, pans
- Ironing board and iron
- Cleaning equipment (mop and brooms)
- Dress-up clothes (both men's and women's)
- Full-length unbreakable mirror placed at child's level
- Puppets
- Materials for costumes
- Plastic food and empty food boxes
- Clothes rack or hooks

Large Motor Equipment:
- Boxes and boards
- Saw horses and barrels
- Climbers and ladders
- Workbench, hammers, saws, nails and wood
- Sand box, shovels, spoons, sifters, funnels, pails
- Water table, bottles, tubes, siphons, funnels, sponges
- Wheel toys (large enough to sit in and ride on)
- Swings and slides
- Balls, frisbees and jump ropes
- Rocking boat

APPENDIX B:

HEALTH AND SAFETY

I. HEALTH CARE POLICY REQUIREMENTS

The written health care policy includes:

a) the name, address and telephone number of the physician or registered nurse available for emergencies and consultation
b) the telephone number of the fire department, police station, poison control center, and ambulance service serving the program
c) the name and telephone number of any hospital where children will be taken in emergencies
d) the procedures to be followed in case of fire, illness or other emergencies, including transportation methods and notification of parent
e) the procedures to be followed in case of illness or emergency when parent(s) cannot be reached
f) the procedures for using first aid equipment
g) a plan for dispensing medication, including the recording of any administration of prescribed medication
h) a plan for the prevention and management of the spread of communicable diseases, including notification procedures*
i) a plan for the care of mildly ill children including the provision of a quiet area**
j) the procedure for identifying children's allergies and protecting children from exposure to foods, chemicals or other materials to which they are allergic
k) a plan for toileting; a plan for diapering, if applicable
l) the procedure for reporting suspected child abuse or neglect to the Massachusetts Department of Social Services
m) a statement which provides for the granting of exceptions in instances where such health practices are against the religious beliefs of the family

*Children should be excluded for communicable diseases such as meningococcal disease or Hib disease, diarrhea with fever and/or vomiting, chicken pox, or hepatitis A. Exclusion until treatment is begun is warranted for strep infections, head lice, scabies, impetigo and conjunctivitis The local Board of Health may assist the program in the management of outbreaks of communicable disease.

**Given the appropriate resources, mildly ill children need not be excluded for uncomplicated respiratory illness. Often children are no longer contagious when they become symptomatic. To exclude or isolate them can cause an unfair and unwarranted hardship on the parents and the child.

II. HEALTH RECORDS REQUIREMENTS

Individual children's health records include but are not limited to:

a) the results of a complete health evaluation by a physician within one year prior to each year's enrollment
b) record of immunizations
c) emergency contact information
d) updated list of the names of people authorized to pick up the child
e) pertinent health history (such as allergies or chronic conditions)
f) log of medications administered, injury reports, staff health observations
g) screening results and health-related referrals.

Children receive the necessary immunizations as required by the Massachusetts Department of Public Health.

APPENDIX C:
PARENT INFORMATION AND CONSENT

1. Information about the program is given to parents. The information includes:

   a. written descriptions of the program's goals, philosophy, and services including special education services and services for children from linguistic minority families;
   b. procedures for parent conferences, visits, and input to program policy and operations;
   c. procedures relating to children's records;
   d. procedures for providing emergency health care;
   e. written descriptions of procedures for referring children for evaluation;
   f. policy for visitors, and volunteers in the classroom.

2. Written informed consent or authorization which is signed and dated is obtained annually from each child's parent for:

   a. any activity unrelated to the child's direct care such as research, fund raising, or publicity
   b. emergency first aid and transporation
   c. names of people/programs authorized to take child from program or receive child at end of day
   d. information on where to reach parent or alternative in case of emergency and on the name of the child's physician or clinic
   e. transportation to/from the program
   f. special diet requirements or food allergies (see H.5)

APPENDIX: D

Members of Early Childhood Advisory Council
to the Massachusetts Board of Education

June, 1988

Rosario Alvarez	Bilingual Preschool Teacher, Framingham Public Schools, Framingham, for a term of two years expiring June, 1988.
Jan Anderson	Program and Community Development Manager, Office for Children, Boston, for a term of two years expiring June, 1989.
Eleanor Ashton	Chair, Department of Social and Behavioral Sciences, Worcester State College, Worcester, for a term of two years expiring June, 1989.
Sharon Brown	Community Liaison, Worcester Public Schools, representing the Central Massachusetts Regional Education Council, for a term of two years expiring June, 1989.
Sandra Butzel	Social Policy Coordinator, League of Women Voters, Newton, for a term of two years expiring June, 1989.
Margaret Cline	Member, Governing Board, National Association for the Education of Young Children, and Lecturer, University of Massachusetts, Amherst, for a term of two years, expiring June, 1989.
T. Hanley DiGiacomo	Parent of a special needs child and Director, Westover Day Care, Westover Air Force Base, Chicopee, for a term of two years expiring June, 1989.
Angela Ferrario	Educational Coordinator, Associated Day Care of Boston, representing Massachusetts Association of Day Care Agencies, for a termof two years expiring June, 1989.

Shoshanah Garshick	School Committee member, Raynham, representing the Massachusetts Association of School Committees, for a term of two years expiring June, 1989.
J. Brian Halloran	Superintendent, Hampden-Wilbraham Regional Schools, Wilbraham, representing the Massachusetts Association of School Super-intendents, for the term of two years, expiring in June, 1989.
James Houlares	Head Start Director, Lowell, representing the Northeast Regional Education Council, for a term of two years expiring June, 1989.
Abby Shapiro Kendrick	Director of Preschool Health, Department of Public Health, Boston, for a term of two years expiring June, 1989.
Karen Klopfer	Educational Coordinator, N.I.C.E. Day Care, Jamaica Plain, representing Daycare Workers Union, for a term of two years expiring June, 1989.
Edgar Klugman	Professor of Early Childhood Education, Wheelock College, Boston, for the term of two years expiring June, 1989.
Miriam E. Kronish	Principal, Hillside Elementary School, Needham, representing the Massachusetts Elementary School Principals' Association, for a term of two years expiring June, 1989.
Julia Landau	Director of the Integration Project, representing the Massachusetts Advocacy Center, for the term of two years expiring June, 1989.
Mary Mindess	Professor of Early Childhood Education, Lesley College, Cambridge, for the term of two years expiring June, 1989.
Gwen Morgan	Member, Governor's Day Care Partnership Initiative Advisory Committee, and Lecturer, Wheelock College, for a term of two years, expiring June, 1989.
Margaret Pola	Community Member, Sandwich, representing the Southeast Regional Education Council, for a term of two years expiring June, 1988.

Jeri Robinson	Early Childhood Coordinator, Children's Museum, Boston, for a term of two years expiring June, 1988.
Janis Santos	Head Start Director, Holyoke/Chicopee, representing the Head Start Directors' Association, for a term of two years expiring June, 1988.
Joyce Sebian	Day Care Coordinator, Executive Office of Human Services, Boston, for a term of two years expiring June, 1989.
Frances St. Peter	Special Education Director, Bershire Hills Regional School District, Stockbridge, representing the Northwest Regional Education Council, for a term of two years expiring June, 1989.
Genevieve Strakosz	Kindergarten Teacher, Lincoln Street School, Northboro, representing the Massachusetts Teachers Association, for a term of two years expiring June, 1989.
Marylou Theilman	Chair, Early Childhood Division, Holyoke Community College, Holyoke, representing the Greater Springfield Regional Education Council, for a term of two years expiring June, 1989.

Massachusetts Department of Education
Bureau of Early Childhood Programs
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